

Inspection of Wonder Years Inspirational Day Care Centre

19 Spencer Drive, Ravenfield, Rotherham, South Yorkshire S65 4QB

Inspection date:

28 October 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The setting places children at the heart of its care, and children's emotional well-being is at the centre of everything it does. Children enter the setting happily and confidently. Those who are new to the setting have many opportunities to explore and make choices about their play. The organised learning environments, both indoors and outdoors, inspire children's natural curiosity. For example, children excitedly dig in the sand tray to discover hidden vegetables. They add water to wash the vegetables. Staff support this by providing more resources and discuss how they look when there is lots of rain. Children reply, 'We've made puddles!'

Staff use rich and extensive vocabulary when talking to children. This supports them to develop extremely good communication skills. Makaton sign language is used continuously throughout the setting. Consequently, children with special educational needs and/or disabilities (SEND) are fully supported and included in all activities. Mathematics and language are woven throughout all activities, such as when playing dominoes and board games. Children are given many opportunities to experience the real world and develop skills for their future lives. These range from hatching their own chicks and looking after the nursery guinea pigs to going for woodland walks and learning road safety. They enjoy visits from the police and a sports coaching group. Children make substantial progress from their starting points and become more than ready for school.

The setting involves parents fully in their children's learning. It uses informative newsletters, meetings and secure social media to keep parents well informed. Staff share book bags that illustrate ideas for reading activities at home. Parents comment that they feel involved in their children's development. They value the special occasions to visit, such as a Halloween breakfast and celebrating the Platinum Jubilee.

What does the early years setting do well and what does it need to do better?

- The manager leads a team of experienced and dedicated staff who put children at the centre of their practice. Curriculum and education are embedded throughout the setting, and the curriculum is ambitious for all children. Individual needs are taken into consideration and, where appropriate, adjustments are made, such as the addition of small ramps to allow independent access.
- The manager holds regular supervisions and appraisal meetings with staff, where they discuss individual children and their own development. Staff comment they feel fully supported, that their knowledge is monitored and that training is given where and when appropriate. Assessments are carefully undertaken to assess children's development, and they are done so as not to

cause too much pressure for staff. All staff are trained to support children with SEND, ensuring children can always attend the setting and that appropriately tailored care is provided.

- Partnerships with parents are exceptionally effective. Staff spend time with families prior to children starting at the setting and use the information gained to provide effective settling-in experiences to meet children's individual needs. Parents comment, 'I truly believe this is an amazing nursery,' and that staff 'have been amazing; the difference to my child has been incredible'. This close partnership supports all children's emotional security and confidence.
- Children with SEND are superbly supported to learn and develop. Staff nurture and support each child's individual needs. Staff communicate together effectively to ensure there is a consistent approach to teaching. Children benefit greatly from attentive staff who demonstrate how to use tools and resources and provide clear explanations. Staff interact with children exceptionally well, asking about their creations, encouraging colour recognition and exploring number and early calculation.
- Staff skilfully help children to become fully independent and capable of looking after their own personal needs. Staff ensure children understand the benefits of healthy lifestyles, such as eating a balanced diet and taking exercise. Information for families, such as 'Little Tummies, Little Minds', supports learning about healthy choices, foods, drinks and mental health at home.
- Children's speech and language development is a high priority. Staff allow children plenty of time to speak, and they respond thoughtfully to children's ideas. Stories and songs are woven throughout the day. This strengthens children's awareness of literacy and builds their vocabulary.
- Relationships between staff, children and their peers are extremely respectful. Children are keen to take on small responsibilities, such as tidying away and getting ready for snack. Their efforts are rewarded with praise. Children have consistent respect for one another, demonstrate confidence when talking to adults and children and show positive attitudes to play and learning. This means that children feel safe and secure.
- Children develop a wonderful sense of self and know what makes them unique. Their backgrounds, interests and experiences are valued immensely and become an integral part of the setting. All children are provided with a rich set of inclusive experiences which ensure they develop an understanding of, and respect for, their local and wider communities.
- The manager and staff are passionate in their vision to inspire children to be the best versions of themselves. They provide excellent role models and consistently praise children for their efforts. Consequently, children become positive learners.

Safeguarding

The arrangements for safeguarding are effective.

The manager deploys staff effectively to keep children safe. Careful risk assessments are made to ensure the setting is safe for all. Staff keep accurate records of attendance and accidents. The manager and staff have a good

knowledge and understanding of safeguarding procedures and how to protect children. Staff have all completed safeguarding training. They have a good understanding of the signs and symptoms that may indicate a child could be at risk of abuse or extremism. Staff are aware of the relevant agencies to report their concerns to. The manager has a safe recruitment programme. Staff receive a rigorous induction to ensure they are suitable to work with children. All staff hold a full paediatric first-aid certificate and have been trained in specialised care for children with SEND.

Setting details

Unique reference number	2593228
Local authority	Rotherham
Inspection number	10249189
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	70
Name of registered person	Wonder Years Inspirational Day Care Centre Ltd
Registered person unique reference number	2593227
Telephone number	01709541807
Date of previous inspection	Not applicable

Information about this early years setting

Wonder Years Inspirational Day Care Centre registered in 2020. The nursery employs a number of childcare staff. Two of these hold an appropriate early years qualification at level 4. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm.

Information about this inspection

Inspector

Angela Foley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection to take account of their views.
- The inspector spoke with the manager and deputy manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed interactions between staff and the children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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